



The BUZZ about _____:

___ Active learning-

- *Choice of materials *Variety of materials available
- *Language from children *Adult support during activities
- *Opportunities to move/handle/explore with materials

___ Precorrection

___ Consistent Daily Routine

___ Planned Ignoring

___ Supportive Interactions

___ Modeling/Coaching

___ Role-playing

___ Reteaching rules/expectations

___ Creative/Effective/Smooth Transitions

___ High Expectations for Achievement

___ Direct Instruction of a Skill

___ Use of Reinforcers/Incentives

___ Social Skills Lesson Instruction

___ Teach and Practice

___ Other:

**Congratulations on utilizing principles of
PBS and High/Scope!**



Date: _____ **Observer:** _____

PRECORRECTION: Give a prompt of what is expected in a particular area or at a particular time. “We are going down the hallway to the gym. We need to keep our hands to our side and lips quiet.” As time goes by, the children can be the ones who describe the expectations.

PLANNED IGNORING: A consistent behavior that you have determined is to gain adult attention may be best dealt with by planning to ignore it. Remember to acknowledge the appropriate actions. Unsafe behaviors must be dealt with in another way.

MODELING/COACHING: Using adults in the room to model social language and appropriate behavior. Coaching is providing a child with the appropriate words or actions in a social situation.

ACTIVE LEARNING: Giving children the opportunities to explore and choose materials to use while supporting their work.

RETEACHING OF RULES AND EXPECTATIONS: Taking opportunities throughout the day to reteach your rules and expectations. Remember to acknowledge the use of identified school behaviors. When inappropriate behaviors occur, take the time to reteach the expectations.

SUPPORTIVE INTERACTIONS: Acknowledge children in their learning and interactions. Be available to children as a resource.

REINFORCERS/INCENTIVES: Supporting comments, praise, and/or tangible items to encourage the demonstration of learned skills.

CREATIVE TRANSITION ACTIVITIES: A variety of songs or activities to transition from one part of the building to another or from one activity to another. The use of such activities diminishes the possibility of inappropriate behavior.

ROLE-PLAYING: Adults demonstrate a skill through creative representation of a skill, using puppets, a play, and/or demonstration.

DIRECT INSTRUCTION OF A SKILL: A targeted skill is specifically taught, practiced, and acknowledged.

SOCIAL SKILLS LESSON INSTRUCTION: A designed lesson for practice of a social skill. Generalization of this skill throughout the day and acknowledgement of use of the skill are portions of the lesson.

CONSISTENT DAILY ROUTINE: Make use of a visual schedule that shows the day so that children are aware of what comes next.

HIGH EXPECTATION OF ACHIEVEMENT: This is a consistent expectation for appropriate behavior, completion of work, participation in activities, following of rules, etc.

TEACH AND PRACTICE: Behavioral skills, as with all skills, require demonstration of the skills and opportunities to practice for them to be well learned and natural to the child.